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The Influence of Burnout and Job Satisfaction on the Work Engagement among Registered Guidance Counselors under the Department of Education, Region XI

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ABSTRACT

This study examined burnout, job satisfaction, and work engagement among registered guidance counselors in the educational sector. Results showed low burnout, moderately high job satisfaction, and very high work engagement. Burnout negatively correlated with engagement, while job satisfaction had a strong positive relationship. Regression analysis revealed job satisfaction significantly predicted work engagement, explaining 33.6% of its variance, whereas burnout's impact was not significant when accounting for satisfaction. These findings emphasize the crucial role of job satisfaction in sustaining counselor engagement. The study highlights the need for organizational support, manageable workloads, and professional development to enhance counselor well-being, improve student support, and foster a positive school climate.

INTRODUCTION

Work engagement has emerged as a critical factor in understanding employee burnout and employee satisfaction, particularly in helping professions. Lower work engagement among employees has become an issue, negatively impacting organizational performance and increasing costs. The growing demands of globalization further strain employees, making it challenging to maintain high engagement levels (Twaissi *et al.*, 2022). Engaged employees possess a wealth of personal resources that they readily offer and invest in their work. According to Bakker (2017), such individuals demonstrate persistence and determination even when faced with challenges. They remain immersed in their tasks and sustain enthusiasm despite adversity. In contrast, disengaged employees often feel that their contributions are overlooked, their potential is underutilized, and they lack a productive relationship with their work environment (Masih *et al.*, 2013). Further, research shows that job satisfaction is closely linked to work engagement; as employees who are more engaged tend to report higher levels of satisfaction (Baxi & Atre, 2024).

A study by Feng *et al.* (2024) investigated factors influencing the well-being of Chinese school counselors and found that inadequate organizational support and low occupational empowerment are strongly associated with decreased work engagement, heightened work pressure, and reduced job satisfaction. In addition, high school counselors in low-performing schools in the United States report that the demanding nature of their roles can negatively affect their engagement and effectiveness. Factors such as unclear role expectations and heavy workloads contribute to increased stress and decreased engagement among counselors in these challenging

environments (Lyons, 2022).

Moreover, a study by Harrison *et al.* (2023) supported Lyons' (2022) findings as their study revealed that Filipino school counselors continuously face challenges such as unclear role expectations, dual-role responsibilities, and systemic disempowerment that negatively affect their level of work engagement. Further, a significant shortage of licensed guidance counselors remains a growing concern both globally and locally. In the Philippines, only 4,069 registered guidance counselors exist nationwide (Professional Regulatory Commission, as cited in Gatchalian, 2022). This shortage places an increasing burden on existing counselors, which can affect their work engagement and may lead to burnout. Kim and Lambie (2018) found that large caseloads and additional non-counseling responsibilities severely hinder school counselors' ability to maintain their own well-being.

Given these interrelated issues, there is a pressing need to understand and investigate how burnout and job satisfaction impact the work engagement of the registered guidance counselors in the field of education. The researcher believes that in understanding these relationships may help in the creation of policies and interventions aimed at supporting their mental health, improving job satisfaction, and ultimately enhancing student outcomes.

Statement of the Problem

This study aims to investigate the influence of burnout and job satisfaction on the work engagement of registered guidance counselors to provide insights that can improve their occupational well-being and effectiveness. Specifically, the findings of this study will answer these questions:

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1. What is the level of burnout, job satisfaction, and work engagement among registered guidance counselors?
2. Are burnout and job satisfaction significantly related with work engagement among respondents?
3. Do burnout and job satisfaction significantly influence work engagement among respondents?

LITERATURE REVIEW

This section incorporates related literature and related studies conducted around the globe. This section helps understand the notion better by providing different articles, journals, published studies on the internet, and other academic researches.

Work Engagement

The concept of work engagement was first introduced by Kahn in the 1990s, but even today, there remain opportunities to further develop and refine the idea. Work engagement is a term that refers to an individual's positive psychological state in which is reflected on how they are emotionally, cognitively, and physically involved in their work, it also manifests on how employees approach their task with great enthusiasm and energy (Meng *et al.*, 2022). In the study conducted by Medina (2024) entitled "Job Demands, Job Resources and Work Engagement of Counselors in the Post-pandemic World," the findings revealed that counselors are more likely to demonstrate increased involvement when they perceive enough mental, psychological, emotional, or physical assistance within their work environment. Promoting employees' psychological well-being holds significant long-term strategic value for organizations.

Work engagement is sustained through a combination of favorable work conditions in the form of job resources, as well as favorable individual personal resources, both of which enable employees to thrive in their roles (Sonnentag *et al.*, 2022). Consequently, in the study of Medina (2024), it was found that the level of work engagement among the guidance counselors who took part of the study was not significantly influenced by job demands as they have been psychologically prepared of their responsibilities as counselors and prior awareness of the inherently demanding nature of their profession. As such, this reflects how professional preparedness and intrinsic motivation may help counselors manage the pressures associated with their demanding workloads.

Guidance and counseling in educational settings are essential services that aim to help students develop self-awareness, make informed and constructive life decisions, and cultivate positive interpersonal relationships and social consciousness (Sood, 2016). Ilumin (2025) emphasized that the effectiveness of these services heavily relies on the counselor's ability to sustain high levels of work engagement, characterized by vigor, dedication, and absorption, this finding validated Schaufeli and Bakker's (2004) definition of the core indicators of work engagement. Further, maintaining such engagement in the face of occupational stressors and increasing

workload becomes crucial not only for the counselor's effective service delivery but also for the counselor's own well-being and professional satisfaction.

However, in the study of Junker *et al.* (2020) work engagement was found as an indicator of an individual's well-being, as well as the predictor of one's future ill-being. In other words, work engagement and burnout, characterized by exhaustion, reciprocally relate to each other. Therefore, even when employees experience exhaustion over time, they are likely to transform this exhaustion into renewed engagement. This interplay highlights the fragile balance between energy loss and restoration, emphasizing the critical role of resilience strategies in maintaining well-being.

Burnout

In the study entitled "Counselors' Emotional Labor Strategies & Occupational Burnout" by Liang & Yin (2025), it was found that enhancing counselors' ability to manage and effectively use their emotion decreases the likelihood of experiencing occupational burnout. Focusing on strengthening their emotional intelligence is substantial in preventing the depletion of their psychological energy, thereby helping reduce the level of [occupational] burnout. Angus and Angus (2023) further indicate that while employees in the educational sector are aware of the pressures within their roles, many are able to adapt and maintain effective performance; however, persistent burnout without proactive measures may eventually result in significant risks.

Moreover, according to the study conducted by Maricutoiu *et al.* (2017), they found out that employees with high levels of engagement tend to develop a significant personal resource such as time, energy, focus, and ability to connect with other, which can contribute to safeguarding them from experiencing burnout. Consequently, in the event that an employee is already experiencing burnout, these personal resources become depleted, and is likely to lead to a significant change in their engagement towards his/her work environment.

The American School Counselor Association (ASCA) recommends a counselor-to-student ratio of 1:250 as a best practice standard. This ratio is considered ideal for counselors to effectively deliver academic, social-emotional, and career support, as well as individualized guidance to students. However, in the Philippine context, this standard is far from being met. According to the study of Ingala (2023) as of 2023, there were only 4,069 registered guidance counselors in the country, serving a student population estimated in the millions. This results in an alarming ratio of approximately one counselor for every 14,000 students.

The shortage of guidance counselors in the Philippines has become a critical concern, affecting not only students' mental health but also placing a heavy burden on the professionals who are currently responsible for managing large numbers of students (Felipe, 2023). Students are left with limited access to essential mental health and guidance

services, while existing counselors are overburdened with unmanageable caseloads. This situation significantly hinders their capacity to provide adequate, personalized, and holistic support, as highlighted by Aquino *et al.* (2023).

Job Satisfaction

Counselors are more likely to report higher levels of job satisfaction when they operate within a supportive work environment and have access to adequate resources; such conditions encourage the use of positive coping strategies, which in turn reduces feelings of exhaustion associated with heavy workload and repetitive tasks (Chen *et al.*, 2022). Motivation has also been identified as a key factor influencing the relationship between work engagement and job satisfaction. By providing an adequate material support, such as comfortable facilities and increased salary, and/or offering meaningful psychological support, such as value recognition and well-being care, counselors are more likely to heighten their levels of job satisfaction (Chen *et al.*, 2022).

Additionally, counselors tend to experience greater job satisfaction when they feel competent in conducting successful counseling sessions. Ooi, Jaafar, & Baba (2018) stated that [guidance] counselors perceive themselves as both competent and professionally fulfilled as mental health providers when they exhibit positive mastery experiences such as effectively dealing with challenging clients, observing improvements in client's cognitive well-being, and successfully managing a counselling session.

Further, Gambrell *et al.* (2011) stated that when counselors feel empowered to self-author their careers, their overall job satisfaction improves. Their findings suggested that clearly defined pathways for promotion contribute to greater satisfaction, as these opportunities support both their academic and professional advancement.

Lambert *et al.*'s (2016) study also suggests that employees who perceive strong support from their work environment tend to reciprocatively become active and present into their work. This, in turn, fosters greater organizational commitment and leads to higher levels of job satisfaction. Similarly, practical findings that documented employees who feel supported by their organization especially in terms of relatedness, autonomy, and competency tend to be more engaged and satisfied with their work environment (Abdulla *et al.*, 2022). Together, these findings show that satisfaction goes beyond just a personal feeling, it's shaped by the relationships, culture, and practices within an organization.

Theoretical Framework

This research is grounded in Frederickson's Broaden-and-Build Theory (2001), which posits that positive emotions like engagement, interest, and contentment are essential elements for optimal functioning. This broadens an individual's awareness and encourage exploratory thoughts and actions, which help build lasting personal resources across cognitive, psychological, social, and physical domains. Thus, being engaged in one's work

enhances overall well-being and satisfaction. It is then supported by Maslach's Burnout Theory (1998), which explains burnout as a response to chronic workplace stress characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment.

MATERIALS AND METHODS

A descriptive-correlational design was employed to examine the influence of burnout and job satisfaction on work engagement among registered guidance counselors in the Department of Education, Region XI. Based on the Raosoft sample size calculator, 132 participants were targeted through purposive sampling, selecting only counselors with active registration and current employment in the region. However, only 109 of the targeted respondents were able to answer and complete the survey.

Research Instruments

The researcher used three survey questionnaires and adapted an instrument in gathering the data. The first was the Oldenburg Burnout Inventory (OLBI) by Evangelia Demeroti (1999), a 16-item self-report scale utilized to assess the work-related burnout of the respondents. It captures both physical and cognitive aspects of burnout, with some items reverse-scored. Each statement is rated on a 4-point Likert scale ranging from 1 (strongly agree) to 4 (strongly disagree). Potential OLBI scores range 16-34, with higher scores indicating higher level of burnout. The second instrument was Job Satisfaction Survey (JSS) by Paul Spector (1985) a 36-item scale utilized in measuring the respondents' attitude towards their job satisfaction. Respondents rate each item on a six-point scale from "strongly disagree" to "strongly agree," with some items reverse scored. And lastly, the Utrecht Work Engagement Scale (UWES) by Wilmar Schaufeli and Arnold Bakker (2002) a tool utilized to assess the respondents' level of work engagement comprehensively. It consists of nine items, each rated on a 7-point Likert scale ranging from 0 (Never) to 6 (Always), reflecting how often respondents experience certain feelings related to their work. A high score on the UWES-9 indicates that a person is strongly committed to their job, feels enthusiastic and energized by their work, and becomes fully immersed in the tasks they perform.

Data Collection

The data for this study were collected using a structured self-administered questionnaire distributed to all respondents. The questionnaire contained standardized scales measuring burnout, job satisfaction, and work engagement. One Google form link was utilized to transcribe a brief background of the study, informed consent to ensure the voluntary participation, and confidentiality of the study. Data collection was conducted over a two-week period, and ethical considerations, including informed consent and confidentiality, were strictly observed. Completed questionnaires were then

verified for completeness and entered into statistical software for analysis.

Statistical Treatment

The research ran statistical data analysis using Jamovi application. Descriptive statistics, specifically mean and standard deviation, was used to obtain the means and frequencies characterizing the level of burnout, job satisfaction, and work engagement among the respondents. Additionally, Pearson-r correlation was employed in determining the relationship between two continuous variables that are measured on the same interval or ratio scale such as burnout and work engagement, or job satisfaction and work engagement. Furthermore, multiple linear regression was employed to assess the predictive value of burnout and job satisfaction on work engagement.

RESULTS AND DISCUSSION

The results indicate that registered guidance counselors in Region XI reported a low level of burnout (M = 2.30, SD = 0.38), reflecting effective stress management despite the demanding nature of their work. Exhaustion (M = 2.45, SD = 0.42) was slightly higher than disengagement (M = 2.15, SD = 0.40), suggesting occasional fatigue without detachment from their professional roles. Their job satisfaction was moderately high (M = 4.13, SD =

0.68), thus, suggests that these counselors find their roles rewarding and fulfilling, which aligns with studies linking job resources and support to increased satisfaction in helping professions. Their very high levels of work engagement (M = 4.53, SD = 0.93), with dedication scoring highest (M = 4.84, SD = 1.03), reflects a strong commitment, deep involvement, and enthusiasm toward their responsibilities, which has been shown to enhance overall organizational performance and employee well-being. These findings imply that maintaining sufficient support systems and professional development opportunities is crucial to sustain counselors' high levels of engagement and satisfaction. These align with Fredrickson's Broaden-and-Build Theory (2001), which posits that positive emotions, such as the dedication and enthusiasm counselors demonstrate in their work, broaden individuals' perspectives and foster the development of lasting psychological and social resources. Moreover, positive counselor well-being strengthens student support and school climate, urging school administrators to implement policies that minimize burnout and boost satisfaction and engagement for sustained quality services. Supporting evidence suggests that counselors who manage burnout well and are highly engaged deliver more impactful counseling interventions, fostering positive school climates and student outcomes (Medina, 2025; Mateo & Salanga, 2018).

Table 1: Level of Burnout, Job Satisfaction, and Work Engagement

Variables	SD	Mean	Descriptive Level
Burnout	0.38	2.30	Low
Exhaustion	0.42	2.45	
Disengagement	0.40	2.15	
Job Satisfaction	0.68	4.13	Moderately High
Work Engagement	0.93	4.53	Very High
Vigor	0.98	4.25	
Dedication	1.03	4.84	
Absorption	0.99	4.51	

The results on the Table 2 reveal significant relationships between both burnout and job satisfaction with work engagement among the respondents. Specifically, burnout shows a moderate negative correlation with work engagement ($r = -0.447, p = 0.001$), indicating that higher levels of burnout are associated with lower engagement in their roles. Conversely, job satisfaction exhibits a strong positive correlation with work engagement ($r = 0.575, p = 0.001$), suggesting that greater satisfaction in their work corresponds to higher engagement levels. These findings confirm that burnout and job satisfaction are significantly

related to work engagement, highlighting the critical impact of managing burnout and fostering satisfaction to sustain strong engagement among guidance counselors. Recent literature reinforces this interpretation: a study on school counselors found that increased work-related rumination which is closely tied to burnout, was linked to declines in both job satisfaction and work engagement (Mullen *et al.*, 2020). These findings underscore the importance of supportive interventions and policies aimed at reducing burnout and enhancing job satisfaction to promote optimal counselor performance and well-being.

Table 1: Level of Burnout, Job Satisfaction, and Work Engagement

Variables	Work Engagement		
	Pearson's r	p-value	Interpretation
Burnout	-0.447	0.001	Significant
Job Satisfaction	0.575	0.001	Significant

Table 3 presents the influence of job satisfaction and burnout on work engagement among the respondents. Job satisfaction was found to have a significant positive influence on work engagement ($B = 0.695$, $\beta = 0.507$, $t = 4.652$, $p < .001$), indicating that counselors who experience high levels of satisfaction in their roles are more likely to demonstrate greater motivation, involvement, and enthusiasm in their work. In contrast, burnout ($B = -0.240$, $\beta = -0.098$, $t = -0.901$, $p = 0.37$) does not significantly predict work engagement when job satisfaction is considered, suggesting that burnout alone does not meaningfully diminish counselors' engagement once satisfaction is accounted for. This finding aligns with

prior evidence showing that while burnout negatively relates to engagement, job satisfaction serves as a stronger and more consistent predictor of counselors' sustained involvement in their roles (Mullen *et al.*, 2020). Similarly, Schaufeli (2021) highlighted that supportive job resources, which foster higher job satisfaction, are essential in sustaining work engagement and can help buffer the negative effects of burnout. Overall, the results demonstrate that job satisfaction is a critical factor in fostering work engagement among guidance counselors, with both burnout and satisfaction together accounting for 33.6% of the variance in engagement ($R = 0.579$, $R^2 = 0.336$, $F = 26.8$, $p < .001$).

Table 3: Influence of Job Satisfaction and Burnout towards Work Engagement

Predictor	Estimate	Stand. Estimate	SE	t	p	Interpretation
Intercept	2.216		1.133	1.957	0.053	
Burnout	-0.24	-0.0982	0.267	-0.901	0.37	Not Significant
Job Satisfaction	0.695	0.5074	0.149	4.652	<.001	Significant
R=0.579	R ² =0.336	F=26.8	P<.001			

CONCLUSION

The study emphasizes the significance of organizational support and professional development in sustaining counselors' engagement and satisfaction. Strengthening job satisfaction, alongside ensuring adequate resources and manageable workloads, is crucial in minimizing burnout and promoting well-being. By fostering these conditions, schools can enhance counselors' effectiveness, leading to improved student support and a more positive school climate.

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